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A variety of viewpoints concerning potential training programs for day care program administrators are included in this edited transcript of a 1-day conference attended by 30 education and management specialists. During their initial discussion of the role of administrators of day care programs, participants exchange diverse opinions concerning the skills, personal characteristics, educational background, and professional experience necessary for effective day care administration. Discussion of the type and content of future training programs also includes a variety of divergent opinions and recommendations. Participants agree that rapidly expanding day care services for young children necessitate increased attention to the problems of recruiting and training administrative personnel. (JH)

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DAY CARE & CHILD DEVELOPMENT COUNCIL OF AMERICA, INC.

GOULD FOUNDATION CONFERENCE

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EDITED TRANSCRIPT

Friday, February 14, 1969

New York, New York

WARD & PAUL

OFFICIAL REPORTERS

25 K STREET, N. E.

Washington, D. C. 20002

EA 002 478



DAY CARE AND CHILD DEVELOPMENT COUNCIL OF AMERICA, INC.

1436 H Street, N.W. • Washington, D. C. 20005 • (202) 638-2316

August 14, 1969

Mrs. Clarice H. Watson  
Acquisitions Librarian  
ERIC Clearinghouse on  
Educational Administration  
University of Oregon  
Eugene, Oregon 97403

Dear Mrs. Watson:

Thank you for your letter of August 7th requesting permission to give nation-wide dissemination, through ERIC, to the edited transcript of the Conference on Training of Day Care Administrators jointly sponsored by the Day Care and Child Development Council of America, and the Gould Foundation.

We are pleased to give you permission to make this document available through the ERIC Document Reproduction Service. We request, however, that it be listed as "The Day Care and Child Development Council of America - Gould Foundation Conference on Training of Day Care Administrators. Edited transcript." Enclosed is the additional copy you requested.

We are pleased to cooperate.

Sincerely,

Lawrence C. Feidman  
Executive Director

LCF:mw  
Enclosure

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DAY CARE & CHILD DEVELOPMENT COUNCIL OF AMERICA, INC.

GOULD FOUNDATION CONFERENCE

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Gould Foundation for Children,  
109 East 31st Street,  
New York, New York,  
Friday, February 14, 1969.

The conference convened at 10:35 a.m., pursuant to  
notice, LAWRENCE FELDMAN, Chairman, presiding.

PRESENT:

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P R O C E E D I N G S

CHAIRMAN FELDMAN: I am Larry Feldman, the Director of the Day Care and Child Development Council of America.

I want to welcome you all this morning, and I want to extend our thanks to the Gould Foundation and particularly to Mr. Schuyler Meyer and Mr. Sam Ross, whose efforts have made this meeting possible. The point of departure for this meeting is the fact that all of us anticipate that the field of services for young children is going to expand tremendously in the very near future. This country is probably on the verge of doubling and perhaps tripling the day care services available to young children.

There do not even begin to be the number of trained staff people at all levels and for all of the positions that will be necessary to provide good programs at that rate of expansion.

There has been a lot of discussion of the need and ways of training people who are actually going to be working with children. Some of those discussions have begun to result in training programs. Some first steps have been taken, but to my knowledge, there has not been any serious attempt to look at the administrative problems and the need for training of administrative personnel. The meeting this morning is to brainstorm that problem.

I think that we in the early childhood field want at

1 this point to begin to look very seriously at problems of ad-  
2 ministration and where our administrators are going so that all  
3 of us who share this concern can have some idea where we might  
4 intelligently begin to develop programs that will have a real  
5 impact on this problem.

6 Let us begin today's discussions with introductions.  
7 I would like everyone here to take a minute or two to tell us  
8 as a group how you come to this problem and what you are now  
9 involved in that brings you here today.

10 MRS. GROSSETT: I am the Executive Director of the  
11 New York City Day Care Council, which is a federation of vol-  
12 untary agencies that together with the New York City Department  
13 of Social Services operate 107 day care centers throughout the  
14 five boroughs of Greater New York.

15 The problem of administration is a serious one to us.  
16 Our administrators generally come directly from the classroom.  
17 They are usually teacher trained personnel, they are usually  
18 people who have been superior teachers and for this reason they  
19 have been promoted into administration.

20 We have finally reached the place, especially in view  
21 of the nationwide shortage of professionally trained early  
22 childhood people where this is no longer an asset to us. Per-  
23 haps a different kind of personnel with different training  
24 might be needed in administrative positions, rather than re-  
25 moving our early childhood professionals from direct practice

1 with the children.

2 We have recently been working on a career ladder  
3 proposal, which contains two positions which may be considered  
4 administrative. One is a position for an office administrator,  
5 a person with administrative skills, office background, business  
6 skills, knowledge of the community, and some training in the  
7 running of institutions and institution management.

8 The other administrative figure is a professional  
9 director, but it was our feeling that here focus ought to re-  
10 main in her professional field, and that is on program develop-  
11 ment and staff training.

12 MRS. GILKEKON: Elizabeth Gilkerson from Bank Street  
13 College. In the last year I have become extremely interested  
14 in trying to design different kinds of day care programs with  
15 more imagination and with more adaptation to individual situa-  
16 tions. My own experience leads me to feel that the administra-  
17 tor has to be responsible for all the small details of every  
18 program and the small details are exactly what makes the pro-  
19 gram carry through a philosophy. Therefore, I have a problem  
20 of who is conceptualizing not only the total program, but who  
21 is doing the training for the implementation of the program in  
22 its small details.

23 DR. KLOPF: I am Gordon Klopff. I work at Bank  
24 Street. My own personal interest in this whole field has been  
25 the area of auxiliary school personnel. We have done some 15

1 training projects around the country in the past two or three  
2 years and have done some conceptualizing and testing of dif-  
3 ferent career models and also training processes. I am  
4 interested in the whole process of adult development and de-  
5 veloping of competency in all kinds of adults -- old, young,  
6 of all social or economic groups, men and women -- and I have  
7 been doing a lot of work in the area of adult training and  
8 learning.

9 MR. GEIER: I am Walter Geier. I am President of the  
10 Walter Geier Company and our business is training. Profession-  
11 ally, I have done management and sales training for a great  
12 many major companies, and I have also in the last three years  
13 developed a volunteer program for training the underprivileged  
14 to start and operate their own businesses.

15 MISS VERNON: Betty Vernon, currently with the Insti-  
16 tute for Training and Research in Child Mental Health.

17 My background of concern about the issues today really  
18 stems from my work with the New York City Department of Health,  
19 where I was in the Division of Day Care, Day Camps and Institu-  
20 tions. The whole work of the division was around the issue of  
21 leadership within early childhood programs. Our responsibility  
22 was that of giving consultation for standard raising for groups  
23 of all sorts. This includes all of the private nursery schools  
24 and early childhood groups attached to all sorts of organiza-  
25 tions.

1 I agree with Mrs. Grossett about the fact that very  
2 often early childhood teachers who are very good doers are not  
3 necessarily good administrators. And it may be that one field  
4 attracts a certain kind of person who does not necessarily have  
5 the skills to transmit the information on a more conceptual-  
6 ized level.

7 MR. BERMAN: Sam Berman, Child Welfare League of  
8 America.

9 I am Director of the child care worker training pro-  
10 ject, a New Careers program, to recruit, train and find jobs  
11 for 500 hard-core unemployed persons as child care aides.

12 In another sense, I have been much more involved with  
13 institutional child care workers than with day care workers,  
14 but our project is tending more in the day care direction.

15 The League has been very much involved with and con-  
16 cerned about the need for training of executives of all child  
17 welfare agencies, and particularly in the last several years  
18 it has had a combination of executive-management training, as  
19 one of the supplementary methods.

20 MISS HOSLEY: I am Eleanor Hosley from Cleveland, and  
21 I am the Director of the Cleveland Day Nursery Association and  
22 also of the new organization for training therapists and  
23 teachers.

24 Our idea is to try to train teachers for leadership.  
25 I wish to stress that it is essential that the people who imple-



1 ment or have any responsibility for implementation have at  
2 least deep conviction. The problem is: how do you get the  
3 deep conviction?

4 I don't think that people necessarily have to be able  
5 to be fully trained in early childhood education. We have had  
6 administrative assistants who have been very good. We try to  
7 attract them from people that at least have an interest in  
8 children and want to learn more about them.

9 One of the things that I am particularly interested  
10 in is in what can be done to train people who may not have  
11 college degrees -- because I am convinced that the correlation  
12 between an academic education and ability to work with children  
13 is not very high, although the reverse is not true.

14 There is a place for a new kind of training, I think,  
15 that has less of the sheer intellectual, and more of how you  
16 put things into practice.

17 MR. SAUER: Peter Sauer, Bank Street College. I  
18 operate a store front on the Upper West Side and we have been  
19 working with community groups to help them get day care centers  
20 started.

21 Their major concern, first of all, is finding space,  
22 and then after that, they are interested in community control,  
23 more jobs for community people, realistic training programs  
24 that are built into career ladders and that is why I am here.

25 MRS. JESSEN: Mariana Jessen. I am with the Bureau of

1 Indian Affairs, which has just started early childhood education  
2 programs with kindergartens on reservations.

3 It seems to me that getting conviction and understand-  
4 ing is really an important matter because each tribe, each  
5 reservation is entirely different from the others, and there  
6 is much cultural conflict.

7 MRS. MOORE: I am Winifred Moore and I have been in-  
8 volved for a long time in a great variety of day care programs  
9 under various auspices. I am currently working on revision of  
10 a book published some years ago, which I co-authored, which  
11 has to do with the general idea of day care and learning.

12 The only point I want to mention at this moment is  
13 the concept of the product we are trying to produce, what we  
14 are trying to accomplish in all of these programs.

15 I think there is a management function in business,  
16 industry, whatever kind of a program we are in. We have to be  
17 more clear about what it is all of us want to achieve -- is it  
18 just care of children, or is it the combination of a variety  
19 of factors to be considered in early learning and the living  
20 process.

21 MRS. FINBERG: Barbara Finberg, Carnegie Corporation  
22 of New York.

23 We are interested in early learning and in new kinds  
24 of quality programs. We are concerned with the variety of  
25 inputs that there are in a young child's experiences from



1 pediatrician to the persons in day care, to Head Start programs,  
2 other kinds of preschool educational programs and then the  
3 follow-through after that. We are also concerned with new  
4 careers for the poor, the disadvantaged and the ways in which  
5 these programs may match.

6 MISS COONEY: Joan Cooney, Director of Children's  
7 Television. I work for a division of NET.

8 We are an experimental television project which will  
9 result in a daily hour-long educational television program for  
10 preschool children beginning next fall. The show will be  
11 aired on nearly all the TV stations throughout the country,  
12 probably twice a day, in most cities.

13 We have been in the process of getting this informa-  
14 tion out to day care centers in selected cities. We have found  
15 that there is a great deal of interest in day care centers, yet  
16 many are not equipped with television and we are going to see  
17 about asking TV companies if they will supply some sets at  
18 least in certain areas as an experiment to those day care  
19 centers which are interested in building a curriculum around  
20 our program.

21 MRS. GINSBERG: Susan Ginsberg. I have been involved  
22 in Head Start training for the last few years and I am now  
23 directing a new training program out of Bank Street College for  
24 the State of New Jersey.

25 We are using nonprofessional staffs of both teachers

1 and aides. We are deeply involved in the problem of how you  
2 take a relatively inexperienced person and make a teacher out  
3 of him in a very short time. This creates a new role for the  
4 director with implications for special training.

5 MRS. SADIE GINSBERG: I am Sadie Ginsberg of Balti-  
6 more.

7 For many years I taught at the Johns Hopkins Uni-  
8 versity in the early childhood education division and have  
9 taught day care and service people in early childhood education  
10 for day care. I have helped in Head Start training and more  
11 recently, I was involved in helping to structure and staff  
12 programs for the community colleges in our area.

13 DR. STRINER: Herbert Striner, with Upjohn Institute.  
14 I am Director of Program Development there and an economist.  
15 The Institute is an endowed research institute.

16 We have been involved in the areas of manpower train-  
17 ing, education; one of our staff has focused specifically on  
18 the problem of new careers.

19 DR. FINE: Dr. Sidney Fine.

20 I have been involved in various programs having to do  
21 with manpower, juvenile delinquency, vocational training, and  
22 my major interest is this problem of the increasing demand for  
23 people who are less and less available.

24 We face the same problem, of course, in so many  
25 other areas, that perhaps some of the solutions we have found

1 in such fields as counseling, manpower administrators, might  
2 have some applications to the problems you have here.

3 MISS MC INVALE: I am currently a student at the  
4 Florence Heller School of Social Welfare at Brandeis.

5 I formerly worked in Mississippi with the Department  
6 of Public Welfare, working with day care centers, in a con-  
7 sultative capacity primarily.

8 Our day care programs have not had either trained  
9 teachers, administrators, or any other trained personnel. We  
10 haven't had very much luck in having people to train the people  
11 to be trained, so that we are used to improvising.

12 MR. BOWDITCH: Ben Bowditch. I am Executive Vice  
13 President of a small company in Boston called SARI, which  
14 stands for Social Administration Research Institute, Inc.

15 This is a small company which was started initially by a  
16 group of professors at the Harvard Business School to be in the  
17 business of trying to bring to bear the techniques and prac-  
18 tices and policies of business management to nonprofit fields.

19 We have given a series of administrative institutes  
20 for executives in various welfare agencies, mostly from New  
21 York, although from other areas as well.

22 We have also been involved in a couple of research  
23 projects. I think the one of most interest to this group is  
24 that we are currently conducting the evaluation of the experi-  
25 mental KLH, the Child Development Center in Boston, which is

1 an industry-related day care center.

2 DR. BIRCH: Dr. Birch. I teach at the Harvard Busi-  
3 ness School. I have also been associated with the KLIH project.  
4 Basically, I am a teacher of administrators.

5 MRS. PRESTON: I am Debra Preston from the Bureau of  
6 Child Development and Parent Education in the State Education  
7 Department of New York.

8 I think I am here more perhaps because of my setting  
9 up and coordinating two pilot projects in the training of child  
10 care workers, preservice training. I was also Chief Admini-  
11 strator and supervisor of a cottage for highly disturbed  
12 children and set up in-service training.

13 I feel very strongly about the development of person-  
14 ality, because actually the core of whatever we do has to do  
15 with human relations, and the ability of people to relate to  
16 other people. They can learn all other kinds of things but  
17 this is a very difficult thing to teach and maybe cannot be  
18 taught. So I am interested in selection, regardless of academic  
19 degrees.

20 DR. CHAMBERS: I am Guinevere Chambers, from Western  
21 Psychiatric Institute and Clinic in Pittsburgh. I am chairman  
22 of the programs there in child development and child care. In  
23 addition to our graduate programs we have, through a grant  
24 from NIMH, a program which aims at getting women who have had  
25 a minimum of high school education back into school for one

1 year of child care training.

2 MISS CAUMAN: I am Judith Cauman. I am a free-lance  
3 consultant in day care and early childhood education and have  
4 at one time or another been on the staff of Child Welfare  
5 League, Head Start, and so forth in either early childhood  
6 education or day care programs.

7 My main concern is what has been touched on in dif-  
8 ferent ways and that is, how are we going to protect the actual  
9 experience that the children have daily? What can be done to  
10 protect the children at the same time that you surround them  
11 with improved planning, administration, legislation, and so  
12 forth?

13 DR. WOOLFOLK: Mal Woolfolk. At the present time I  
14 am serving as the Executive Director for the Neighborhood Board  
15 3, which has a staff of 46 people who are working in Harlem in  
16 the areas of education, health, housing, and several other  
17 things for our community advancement.

18 In addition to this, I am associated with Walter  
19 Geier in a training program for businessmen, either who are in  
20 business or want to expand, or who currently want to get into  
21 business.

22 (Dr. Frank Reissman was not present at the opening  
23 of the meeting.)

24 CHAIRMAN FELDMAN: I would also like to introduce  
25 Sam Ross, who is Program Development Specialist for the Gould



1 Foundation; Mrs. Therese Lansburgh, who is President of the  
2 Day Care and Child Development Council; John Mulholland, who  
3 is the Program Development Director of the Council. Miss Dori  
4 Lewis is is an observer from the Kettering Foundation.

5 As I have listened to the comments around the table,  
6 there have been a number of themes sounded by a number of  
7 people here -- one, the need for commitment to program goals,  
8 if not to extensive academic background, for those working in  
9 early childhood development; and two, the need for integration  
10 of administrative training along with the training of other  
11 staff components.

12 That raises a very basic question, I think, for this  
13 group to consider, given the circumstances under which we have  
14 convened. Does it make sense to focus on the training of ad-  
15 ministrative personnel, or the development of separate programs  
16 for the training of administrative personnel, as a straight  
17 category? Do we have a useful point of discussion here?

18 I would like to ask Miss Hosley, who is a very ex-  
19 perience person in the field of day care and administration,  
20 to start off by reacting to that question.

21 MISS HOSLEY: I think it makes sense to talk about  
22 internal training courses for administrators. Whether they  
23 should be entirely separate is another question. But there  
24 is no question that the skills of the nursery school teacher  
25 and the skills of an administrator are not identical and some

1 people who are excellent as educators wouldn't become admini-  
2 strators in a thousand years.

3 (At this point there was some discussion of the point  
4 that the function of teacher and that of administrator often did  
5 not reside in the same person. Dr. Klopff suggested that the  
6 concept of administrator be defined and its various functions  
7 delineated. Miss Gilkerson, while conceding that both teaching  
8 and administrative functions were absolutely necessary, doubted  
9 that both would usually be found in the same person. Miss  
10 Cauman noted that much depends upon the size of the program,  
11 to which Mrs. Grossett agreed, adding that there is not enough  
12 time for one both to teach and administrate. Furthermore,  
13 said Mrs. Grossett, teachers get into administrative programs  
14 with absolutely no training for them, no experience, not even  
15 a brief orientation course. When Chairman Feldman asked  
16 whether then they should discuss the training of teachers as  
17 administrators, several replied that this was one possibility,  
18 but that perhaps a new approach to the problem should be sought  
19 instead.)

20 DR. STRINER: I have been involved over the last  
21 seven or eight years in a number of the so-called New Society  
22 or Poverty programs or what have you, where they have been faced  
23 with the same relatively sudden expansion in the demand for all  
24 sorts of skills, including the administrative skills.

25 In a number of these programs, what we have done is



1 to distinguish between the short-run and the long-run. In the  
2 long-run, you can set up your criteria in terms of the optimum  
3 sort of person you have in mind and move them up a ladder.  
4 With specific skills they become ideal administrators who have  
5 all of the background we would look for and superior rapport  
6 with everyone on the ladder.

7 In the short-run, however, this would probably  
8 prove to be impossible. I would suggest that probably it  
9 might make sense to get an administrator from another field  
10 who can put together programs, who can learn other jobs,  
11 certain inputs which are the content skills of jobs. There  
12 are many 50-year olds retiring from administrative positions,  
13 notably from military service, who are extremely capable  
14 administrators, and are used to the concept of retraining,  
15 continuous retraining and re-education and working with  
16 adults. There are a number of sources of these trained  
17 administrators, who can quickly adapt themselves to new  
18 environments, because what they really are concerned with  
19 is administration and retraining -- period. Therefore, I  
20 think it might be useful to distinguish what you do over  
21 the next, let us say, two, three, four years, and what you  
22 do four or five years from now, in terms of having an output  
23 of certain kinds of skilled individuals.

24 (In response to this, Miss Cauman sounded a warning  
25 about administrators who might be very successful in keeping

1 costs down or pleasing politicians or at some other goal, but  
2 who might fail miserably in the primary goal of caring for  
3 children and families. In short, a person could be a skillful  
4 administrator -- but not of a child care center, if he lacked  
5 concern for human relations and child development.)

6 MRS. GILKERSON: I want to underline the idea of  
7 administration as a goal versus child care as a goal. Not all  
8 the career development of the women or the men involved in this  
9 field is compatible with the care of the young child. And I  
10 am afraid we may get caught in these new programs between those  
11 two goals if we are not careful.

12 MRS. MOORE: I think we are facing a very important  
13 challenge. There are many people in our field who cannot  
14 relate to use of untrained assistants for instance, and are  
15 tremendously threatened and concerned about lowering the  
16 standards, without seeing the potentials of many adults. This,  
17 to me, is a limitation of being highly qualified in a profes-  
18 sional field in which you have moved up step by step.

19 (Several other participants also commented on the  
20 fact of some professional people being concerned with too  
21 limited goals and not enough concern for the well-being of  
22 parents and children on a broad community level.)

23 DR. STRINER: I think what you are in the middle of  
24 is an interesting major shift in the whole picture of this thing  
25 we call day care, child care. You may want to ask yourselves

1 what will this look like in 10 years. Will it still be a rela-  
2 tively small, perhaps neighborhood center, or will the increased  
3 funding which I think is on the way, really mean that you have  
4 to change your whole conception of what this thing is that you  
5 call a center.

6 Professional standards and pre-employment criteria  
7 which you now have, may need restructuring. You might need to  
8 begin to envision what the field will need in the way of people  
9 to administer day care programs, and how those needs can be met.  
10 An experience in the field of educational counseling shows us  
11 that, using the historic criteria of qualifications and the pres-  
12 sure from established professionals, we were unable to meet the  
13 demand for enough counselors. As a result of the rigidity of  
14 the professional society, the field is now being restructured,  
15 a new curriculum is being developed, and new programs are going  
16 to be called something other than counseling.

17 So I am just suggesting that some of these changes in  
18 the situation are of such major order of magnitude, unless you  
19 begin to think completely anew, you may find yourself members  
20 of an archaic group in five years, with a completely new type  
21 of organization developing beyond you.

22 MISS CAUMAN: I couldn't agree more and I think we  
23 should not structure a new kind of obsolescent sort of thing.  
24 If we decide what ought and ought not to be included in admini-  
25 stration and if we decide what can be eliminated and what

1 cannot, aren't we creating the obsolescence?

2           It seems to me the nature of administration is to  
3 coordinate, to evaluate, and to organize in order to solve prob-  
4 lems in terms of a goal. If we develop a track which precludes  
5 and excludes certain elements, we will be making a great mis-  
6 take. There should be complete flexibility so people who are  
7 trained in certain disciplines are able to move into different  
8 areas if their abilities or motivations indicate the move is  
9 valid.

10           It is the flexibility and the ability to reorganize  
11 the modules that go into administration and into carrying out  
12 goals which is the essence of administration, it seems to me.

13           DR. STRINER: It almost depends on who you are looking  
14 at, but I don't know I can agree you have to have this back and  
15 forth between the administrator and the actual person working  
16 with the children. I don't know that the administrator sets  
17 all of these goals and objectives. I would hope not.

18           I suspect a good administrator is one who is in con-  
19 stant contact with those elements in the program which are  
20 closest to what the goals and the objectives have been in the  
21 past. With this understanding, he can still adjust to a changing  
22 kaleidoscope of organization which requires new steps in terms  
23 of budgeting, reallocation of resources, but in conjunction  
24 with his resources.

25           The administrator sees himself as part of a team. He

1 has to develop a continuous system of interchange, information,  
2 both ways, so that the program people will be aware of what  
3 problems he has, so they don't make foolish commitments which  
4 can't be lived up to by the administrator.

5           The administrator has a very complex relationship,  
6 sufficiently complex with the numbers that are going to be  
7 developing, that to expect him to maintain a sufficient foot  
8 in the substantive end, I think, is out of the question. You  
9 could perhaps do it years ago but I think you will be able to  
10 do it less and less.

11           I like the parallel system. The administrator has  
12 enough to master in the way of skills, enough political people  
13 on his back, enough programs he has to be aware of, new programs  
14 being produced every day, which infringe, relate to, which he  
15 must articulate with, as well as the complex relationships  
16 within his own program, so this is his 26-hour-a-day job,  
17 just administering.

18           On the program level, increasingly new inputs are  
19 being introduced in nutrition, psychology, interpersonnel  
20 relationships, involvement with other organizations, so that  
21 the program people themselves have so much to do that for any  
22 one of them to consider trying to do administering on the  
23 side is like becoming a one-man symphony on the side.

24           MR. GEIER: In business they separate what they call  
25 line and staff, and I think maybe this is what we have. You



1 refer to your teachers as your line personnel, and then your  
2 administrators as your staff, and up at the top you have an  
3 executive who understands the problems of both and acts as a  
4 coordinator or liaison or what have you.

5           It seems to me that the problem is one of training  
6 the people who are already there in management skills, whether  
7 they are separate administrators or whether they are teachers.  
8 As I understand it, there are people who are managing day care  
9 centers now. Let's teach them how to be good managers no mat-  
10 ter where they come from, by developing a training program in  
11 administrative techniques or management techniques.

12           MR. BOWDITCH: I think that anybody will agree in  
13 order to design a training program, you have to know what kinds  
14 of skills you are trying to impart, and you ought to have at  
15 least some kind of a feel for the kind of people, at least in  
16 general, to whom you are trying to impart those skills.

17           I think that there are two problems that need to be  
18 looked at in this rapidly expanding field.

19           One, are we going to have administrative people who  
20 are administrative specialized? If so, that's one kind of  
21 training program, that's also one kind of organization and re-  
22 cruiting program.

23           Or, two, are we going to try to develop a training  
24 program which will take promoted professionals or those already  
25 within the organization and train them in the skills of manage-

1 ment administration. I think that's a very different problem.

2 MRS. GINSBERG: I think we are going to have to face  
3 both of those problems. We have good practitioners who can do  
4 an administrative job and could be, without training, quite  
5 successful. I think you need to think of using the in-service  
6 people with the know-how, and with the feeling for the field  
7 first. We should give thought to giving them additional ad-  
8 ministrative training, so that they can be more useful as  
9 trainers of new people. They have both skills, in a way, to use.

10 MRS. GILKERSON: I would like to suggest, instead of  
11 talking about the differences in roles, that what we are looking  
12 for is a leadership team whose interaction and skills of coordi-  
13 nation are the things we are going to need in centers.

14 What I would like to suggest is that there ought to  
15 be some kind of a training process, through which people can  
16 begin to develop cognizant skills of analysis of situations and  
17 what needs to be done and what possible functions each can per-  
18 form. The problems of selection are going to be so great that  
19 I visualize some sort of process of orientation whereby people  
20 can begin to experiment and discover for themselves what they  
21 can and cannot do.

22 DR. BIRCH: I am trying to get my finger on what in  
23 fact is going to happen. One of the problems is training people  
24 to fit an ideological model that you wish to happen but won't.

25 CHAIRMAN FELDMAN: For the purposes of our discussion,



1 it is fair to say that political and social trends are such that  
2 there is going to be a real need for administrators to manage  
3 programs stressing the total child development program philo-  
4 sophy and this is what we have to focus on. The whole develop-  
5 ment of public resources for day care is clearly moving in that  
6 direction.

7 Let me say that we have in this morning's session  
8 let the discussion go pretty much as it will. We have con-  
9 sidered a number of global issues. I think it has been very  
10 useful in terms of people here beginning to get a feel for the  
11 background points of view and concern of other people here.

12 (Whereupon, at 12:15 p.m., the conference recessed  
13 for lunch.)  
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## AFTERNOON SESSION

CHAIRMAN FELDMAN: Now that we all know one another we can begin to do some real work, because we have now a very short period of time to devise a master plan for the training of administrators of day-care centers.

In order, I hope, to focus the discussion, let me propose in terms of our discussion this morning a relatively specific proposal for training. In order that I will not be put in the position of having to defend it and redefend it, let me say I am doing this only as a departure for discussion and not as a serious proposal for something we would want to do in exactly this way.

Perhaps it would help all of us if I explained just briefly how this conference happened to be called.

We can get some idea from that, perhaps, from what output from it we would like to obtain.

As most of you likely know, the Gould Foundation has, for some time in connection with some of the people here, and some other people from the Harvard Business School, been operating a series of institutes at Andover for child welfare administrators, and had expressed an interest some months ago in providing specific training for day-care administrators within the framework of those institutes.

Now, those institutes have been generally one week intensive affairs, as I understand it, modeled after the method

1 of instruction used at the Harvard Business School.

2 We felt that, rather than just take that as a model  
3 and just begin to recruit day-care administrators for it, we  
4 need to look at the field just a little more broadly. On the  
5 assumption that we are going to witness a tremendous expansion  
6 of day-care and that there are going to be a number of people  
7 thrust into positions of administrative responsibility who do  
8 not have the academic credentials or training normally associ-  
9 ated with positions of administrative responsibility, we must  
10 ask what kind of training for what kinds of people we might  
11 devise.

12 (Chairman Feldman then suggested that they take the  
13 Andover model as a point of departure. Dr. Klopff and Mr.  
14 Bowditch felt that this was giving an answer before the problem  
15 was defined. Mr. Geier suggested that they first write a job  
16 description, so that they would know what they would be training  
17 people for.)

18 DR. KLOPF: There is the program skill of knowing the  
19 program and really being very able yourself; knowing how  
20 children learn and all of the processes of the average day-care  
21 center and staffing.

22 Then, there is the management aspect, the housekeeping,  
23 hiring the cooks, and the budget preparation -- negotiations  
24 with the community -- seeing to all the details of management.

25 Then, there is a third job, which is, I think, a new

1 job and that is the new dimension day-care, the whole staff  
2 development role.

3           These three are the functions of the chief admini-  
4 strator in your center. Overall, she is an orchestrating  
5 kind of person, no matter what her specific functions are.

6           If these are the three main functions, then, how do  
7 you train for them?

8           MRS. GILKERSON: And she has to coordinate the ser-  
9 vices of a lot of different disciplines, all of which take  
10 certain kinds of ego strength you do not often see.

11           DR. BIRCH: This raises a very fundamental issue.  
12 If you raise the scale of the operation you are talking about  
13 to any kind of a centralized management function, then, what  
14 you define as administration no longer holds together very well.  
15 There is a function that cuts in as the scale of organization  
16 goes up.

17           (Then followed a rather lengthy discussion of the  
18 different set of problems of administration facing small, de-  
19 centralized centers as compared with larger, centralized ones,  
20 as well as the advantages and disadvantages of each. Mrs.  
21 Grossett pointed out that they must never lose sight of the  
22 fact that a human service program means a daily close-working  
23 contact at the local level with the people involved, and that  
24 this fact alone limits the size of the operation. On the  
25

1 other hand, the supposition is that there will be a great ex-  
2 pansion of day-care centers and a corresponding need for ad-  
3 ministrators on several levels. Thus, there might be a need  
4 for training programs on three levels depending upon the size  
5 and complexity of your system. Miss Vernon stated that one of  
6 the chief concerns is how to preserve the quality of a program  
7 while increasing the quantity of service, which is the classic  
8 problem facing all organizations. Dr. Striner stated that this  
9 is a terrible problem in going from a retail to a wholesale  
10 operation. "Your conscience has to be sort of hardened to the  
11 fact that you are not doing the job for a large number that you  
12 can do with a small number, but you are doing on the average a  
13 heck of a better job for the larger number than formerly was  
14 being done, because they were not being dealt with at all."  
15 He urged that they develop techniques of evaluation of their  
16 programs, in order to decide if what has always been done con-  
17 tinues to be valid.

18 Mr. Geier suggested that training on the three levels  
19 be done as it is in industry: a program is run for the regional  
20 managers, who in turn run it for their district managers, and  
21 the latter for their subordinates. It was noted that such  
22 training could be given either all at one time or extended over  
23 a period of time.

24 Dr. Striner pointed out that they would have to use  
25 people they never would have dreamed of using and break the job



1 down for them so that they could learn it. The critique of  
2 career development is: you take a job which you think of as  
3 being complicated -- and it is complicated -- but you break it  
4 down into pieces which can be done by the kinds of people who  
5 typically are available. Dr. Striner further suggested that,  
6 with a different design, the day-care center could be utilized  
7 for dealing not only with the child but with the child as only  
8 a part of the problem of the family unit. Employing a systems  
9 approach, child care could lead to training adult members of  
10 their family for employment.

11 CHAIRMAN FELDMAN: I would like to try to bring the  
12 discussion back to something a little more specific. We were  
13 talking about ways of building training programs for people  
14 who are going to be the leadership element at the center level.  
15 To begin with, perhaps one of the day-care people should de-  
16 lineate the skills necessary and let the management people  
17 react in terms of what can be done with them.

18 In response, it was stated that center leaders would  
19 be responsible for such things as: the budget and bookkeeping;  
20 food ordering and planning the menu; working with teachers to  
21 understand children in depth; selection of staff and their  
22 training; site selection and maintenance as a healthy environ-  
23 ment; and, above all, administrative skill. In short a  
24 center leader performed a combination management and educational  
25 function.

1           There was a great deal of discussion dealing with  
2 whether the role of director of the center -- Dr. Klopf defined  
3 this as the leadership role -- could be broken down into ad-  
4 ministrative tasks and professional service tasks. These two  
5 types of tasks are interdependent to a great degree in a day  
6 care program.

7           The unsolved question remains: How do you centralize  
8 management and still individualize service? What kinds of  
9 training can be developed on each level? Must the director of  
10 the center still oversee all of the activities of the center?

11           MRS. GROSSETT: Let me say now, in New York City, we  
12 have 10,000 children under care in 107 centers, and we are as  
13 centralized as you can get. Each program component has a  
14 central administrative superstructure with which the profes-  
15 sional director must cope.

16           This is exactly the kind of thing we would like to get  
17 away from, because we feel that it has hampered our growth and  
18 it has dehumanized what is supposed to be a human services pro-  
19 gram.

20           MR. BOWDITCH: I do not believe the administration of  
21 an agency is something that needs humanization. I think  
22 delivery of service must remain a highly human function.

23           MRS. GROSSETT: That is exactly why we have to concen-  
24 trate on the training of program people to deliver service on  
25 the spot, not superstructure. This is one of the reasons why I



1 feel so strongly that administrative responsibilities and staff  
2 training should be separated; they should not be the function  
3 of one person.

4 DR. KLOPF: I think we are still a little confused  
5 by the differentiation of management relationship to certain  
6 aspects of a program.

7 I think we do not have our terms clear here, because  
8 we are mixing administration management and leadership, and  
9 budgeting and training of staff, and how you use blocks of  
10 learning. These really have to be differentiated a bit.

11 MISS VERNON: They are all, at this point, being  
12 carried by a center director essentially. That is the problem.

13 MISS GILKERSON: The person in charge of staff selec-  
14 tion and developing community relations and training and sup-  
15 porting the staff on the job has to be at a fairly high level  
16 in each center, because those skills can't be taken apart and  
17 made simple. They really are the essentials of personal rela-  
18 tions, and you have to have a fairly high level there.

19 (Discussion centered around the multi-faceted role  
20 of the director of the unit who is responsible for supervising  
21 and coordinating all the activities of the center. In view of  
22 this, it is extremely difficult to clearly define the parameters  
23 of her job.)

24 MRS. MOORE: Now, you have to know somebody in that  
25 center who is responsible for everything, and that is the

1 director. This is the kind of thing we are trying to analyze.

2           These things are very difficult. You can't just have  
3 a nice little box and say: "This is the way it is always  
4 going to be," because the person we are talking about is the  
5 person who is responsible in that spot for anything that comes  
6 up. First, let's see all of the kinds of things that are going  
7 to hit this person within the first month she is on the job and,  
8 certainly, within the first year, and they will change and be  
9 different from year to year if anything is happening. Things  
10 are always happening.

11           MR. GEIER: Yes. The keyword in there was the word  
12 "responsibility." There is one person in each day-care center  
13 who is responsible. If she is going to be responsible, maybe  
14 she does not do all of the nitty-gritty jobs, but she does  
15 understand them. She must see they are done, and in order to  
16 see they are done she must understand them. After she under-  
17 stands them, she may delegate them to somebody else; then, she  
18 may make the decision, but she has got to have an understanding.  
19 Someone must be responsible, and this is the person we have to  
20 train.

21           DR. STRINER: Unfortunately, because of the normal  
22 distribution curve, we find more unit leaders than we care to  
23 admit who are thoroughly incompetent, and if you can impose on  
24 that sort of an individual a standard which forces him to  
25 operate a better center than he would naturally operate, you

1 are dealing with the goal you have in mind of dealing with the  
2 children more effectively.

3 When we talk about training, I suspect the first thing  
4 you have to do is ask yourself what the job description is. You  
5 start with a job description which tells you who are going to  
6 wind up training. You are going to train people for that job  
7 description. You have to ask yourself what the functions are,  
8 and if you are like everybody else, you are going to lump ten  
9 thousand things in as the function of the director.

10 The next thing is the order of priorities: which  
11 things must the director do which only the director can do?  
12 Which things can he do which he does not have to do, as a  
13 matter of fact, and you start taking things away from the  
14 director so he can do the few things he must do as well as he  
15 is supposed to be doing them. He really can't take the time  
16 to do these other things, because the order of priority is such  
17 it would be a wasteful utilization of his time to do that par-  
18 ticular job. The only orderly way to do this is to come up with  
19 functional analyses of what each person is supposed to be doing,  
20 you assume your level of priorities, and if something is of a  
21 lower level of priority, unless he can move it up, you can't do  
22 that. That is all there is to it.

23 CHAIRMAN FELDMAN: I want to bring the discussion  
24 back to what is necessary to train at the level which we  
25 started with, which was the level of the center director. We

1 moved away from that, because we had been unable to agree on  
2 what the role of the center director should be. We keep moving  
3 back and forth between what would be desirable for a center  
4 director to do and what center directors have to do, given the  
5 different levels of centralization that occur in various com-  
6 munities.

7 But we are going to be in the position of saying to  
8 the communities: "We have a training course for center  
9 directors, and it is going to cover very different kinds of  
10 communities which have different levels of organization."

11 My question is: Is it possible to construct a  
12 training course for center directors, given the fact they are  
13 going to wind up back in very different kinds of contexts, in  
14 very different sorts of organizations, and, therefore, doing  
15 very different sorts of jobs?

16 MR. BOWDITCH: First of all, I think we do have some  
17 agreement as to what the center director is. The center  
18 director is the person who is responsible for everything that  
19 happens in the center, whether he or she does it personally  
20 or delegates it to others to be done.

21 Now, the next question is: If we agree on that, how  
22 do you construct one training course that will cover the whole  
23 range of services and will be operative to millions of children  
24 in hundreds of different communities?

25 The answer is: "I do not think you do, unless the

1 course is conducted at a very general level of responsibility."

2 Now, we talked about training for leadership in  
3 management. You can take So-and-So, who has leadership poten-  
4 tial because of personal characteristics, a willingness to  
5 accept responsibility, a willingness to grow personally and  
6 accept more responsibility, and teach that individual certain  
7 skills which will assist him in fulfilling what I think is an  
8 internal thing.

9 MR. GEIER: One of the first subjects treated in any  
10 business training course is the determination of need. You can  
11 train a person in how to do that. Well, not a hundred per cent,  
12 but you can give him a pretty good basic course in how he de-  
13 termines need. Maybe this is where we should begin our course.  
14 The first subject we deal with is determining the need. This  
15 gets into an analysis of the situation, and people can be trained  
16 to do this.

17 You know, we use the term "training" in business. It  
18 is a sort of a catch-all thing. It is a training in under-  
19 standing. For instance, in sales training, we give a salesman  
20 an understanding of customer problems, an understanding of the  
21 product and how it works, an understanding of general business  
22 principles, and whatnot. We call it "training", but actually  
23 maybe it is educational.

24 But this thing that you have just talked about, the  
25 determination of need, is extremely important and would be



1 one of the things that would be covered in a training program.

2 MRS. LANSBURGH: Perhaps, what we have been doing is  
3 interpreting to people who come from the management field what  
4 people in the educational field feel are the needs in that  
5 field. Are we far enough along the line now that we can  
6 really get down to brass tacks and consider exactly where we  
7 go from here with the specifics?

8 We have defined that we need to train the leadership  
9 person who is going to have ultimate responsibility. We are  
10 not talking at this moment about training the person who is  
11 going to do the management job, to assist the leadership per-  
12 son, or maybe we want to do that in addition.

13 What is your feeling on this?

14 MR. GEIER: You want me to take a shot again?

15 Well, the first thing I think you would do, again,  
16 is to define the job. You have got to know what you are train-  
17 ing people for.

18 Then, you take these functions and from them you draw  
19 up an outline of a course. You say we have to have training  
20 in, let's say, purchasing, recruiting, bookkeeping, supervision.  
21 You draw up an outline and say: "How are we going to get this  
22 training across?" You go back to your fourth criteria: "What  
23 do we have to tell them about the job?" In other words, tell  
24 them what to do and show them how to do it. What do we have  
25 to do to show them how to do it?

1           Some jobs are simple enough; you can tell a person  
2 how to do it, and that is all. This is what you have to do.

3           Others are a little more complicated. You have to  
4 show them how to do it.

5           This is literally a job of demonstration, which you  
6 can do in many ways. You can do it alive, on film; you can  
7 do it through recordings. There are many, many ways you can  
8 do this.

9           The next job then is to give them tools, and any  
10 job can be simplified if you give them tools.

11           There are recruiting tools, such things as hiring  
12 profiles and job descriptions, and so forth. There are little  
13 things like worksheets where people can work out individually  
14 the program plans of their own and how they can carry them out.  
15 Finally, there is the job that probably is the toughest of all,  
16 in all training, and that is motivation, getting the people to  
17 take responsibility and do it.

18           This can be done in almost ever phase of the job.  
19 We can't train, unfortunately, people to be loving and devoted.  
20 But other than that, I think we can do a lot to teach them how  
21 to go about it, provided, of course, they have this feeling  
22 for it.

23           (At this point Dr. Reissman sounded a note of realism,  
24 saying that very likely with the expansion of centers they  
25 could not look forward to universally well-managed centers.

1 Rather, they were going to have to get along with directors who  
2 will have to be produced fast and from the ranks, and so would  
3 lack many skills. However, he said, if they develop the job  
4 description for a director, then intensive training can be given  
5 to produce reasonably well-formed directors. He suggested  
6 simulation training.)

7 MRS. SADIE GINSBERG: Before we set this up, this  
8 training plan, the people who are going to do the training  
9 ought really to go right straight through the steps of at  
10 least one center where the job is done relatively completely,  
11 where you have 60 children and where you need to break it down  
12 into what actually is the job to be done.

13 I do not think you can do this thing that has to do  
14 with humans, with the human elements, in thin air as you  
15 suggest. I think you have to step through it the way you say.

16 DR. REISSMAN: But you can simulate it.

17 Do not do on-the-job training. It is the most  
18 limited training, and it has been oversold badly. Do simulation  
19 training, and over-training. Vary your model. One kind in  
20 New York, another in Pittsburgh, another in Los Angeles. Don't  
21 just substitute on-the-job training for the much more signifi-  
22 cant training, highly intense training and simulation; models  
23 where you lay out different pieces, and you overtrain people  
24 for them.

25 In order to do this, you have to get a picture first

1 of the work to be done and the different people to do it.

2 I must say, I have the feeling that so much was being  
3 put on this director, that I would rather see three or four  
4 people playing these roles, and dividing them up. Maybe you  
5 have said that already.

6 MRS. LANSBURGH: This is not the real world.

7 MR. REISSMAN: You will not have three or four. Will  
8 you have two?

9 MR. GEIER: We still have someone in each day center  
10 who is going to be responsible for all of it, and then he may  
11 have an assistant, depending upon the size of the structure.  
12 There may be one assistant, three assistants, and in some cases  
13 they get outside help. But, what we are basically addressing  
14 ourselves to is the training of someone to be responsible for  
15 one operation and start there at least.

16 DR. REISSMAN: I hope these directors are going to be  
17 drawn from the ranks of poor people. We can train the non-  
18 professionals who have a lot of involvement and motivation.  
19 Let's not keep this for the professional; let's teach a large  
20 body of paraprofessionals and regular people. Get housewives,  
21 secretaries, stenographers, neighborhood people.

22 CHAIRMAN FELDMAN: For which roles?

23 DR. REISSMAN: For the director role. It is a ball  
24 game. Do not take a bunch of professionals. Where are you  
25 going to get them anyway? They are not around, not available.

1 We have to stop talking that way. All over the country, we are  
2 going to have to stop talking that way. I feel emotional about  
3 this. We keep looking for these professionals who have some  
4 great skill.

5 MISS CAUMAN: We are talking about how to get the  
6 resources, or else there is no sense in training people if  
7 back-up help is not there.

8 DR. REISSMAN: You have to plan to be able to use  
9 resources and to be able to live when you do not have them.  
10 You have to make do. That is a very important part for a  
11 director, how to make do, and to be willing to take some  
12 leadership. You can bring out some qualities but I do not  
13 want to get into the semantics of that. They are practically  
14 there, ready to be there, if you put them into that role and  
15 expect certain behaviors of them.

16 Let's train a whole new body of people for this  
17 role; let's not package in some professionals. I do not know  
18 where you can steal them from.

19 MR. GEIER: It can be done, too. I think the fact it  
20 can be done is proved when you talk about franchise. This is  
21 what is done in a franchise. They take a man who has been a  
22 truck driver all of his life and retires at the age of 55 and  
23 has \$20,000, and one who says "I do not want to quit yet."  
24 They set him up and he becomes a restaurant owner and, believe  
25 me, it is pretty darned complicated to run a restaurant, but



1 with a good training program they can train him to be a  
2 restaurant man. Some of these men turn out to be pretty good.

3 I know you are going to say that you do not want to  
4 do that with a day-care center leader. Yet, I think you can.

5 CHAIRMAN FELDMAN: We have talked about three very  
6 different kinds of people. We have talked about drawing the  
7 center director from the ranks of teaching professionals. We  
8 have talked about drawing the center directors from the ranks  
9 of other kinds of activities, but, essentially, people who had  
10 completed careers in another area or have gone through experi-  
11 ences of a certain level of responsibility in other areas.

12 Dr. Reissman has introduced the concept of drawing  
13 center directors from the ranks of people. I presume that you  
14 meant people with a minimum of formal education?

15 DR. REISSMAN: Right. I mean, from the mass of  
16 people. They do not have to be indigenous. I am not making  
17 that kind of a plea, but do not get them from teachers. Let  
18 the teachers become good teachers. Do not make them directors.

19 MR. GEIER: The first thing we should design is a  
20 training program for the current day-care director. From what  
21 I understand you to say, they are not prepared to do the job  
22 they are already doing.

23 Let's handle them first. Then, this same sort of  
24 training program, or variation of it, or something, can be  
25 used as other people come along. But, at least, this is how

1 I understood it.

2 (The question was raised about the director's respons-  
3 ibility in leading the teachers as distinct from managing the  
4 physical center. Miss Hosley pointed out that a large part of  
5 the director's responsibility lay in leading teachers -- who  
6 also have to be trained in large numbers, another problem. Dr.  
7 Reissman suggested that a way of evaluating a variety of train-  
8 ing resources for the training of teachers be developed, and  
9 that then these resources be utilized. Even though this is not  
10 a perfect solution, he felt it could be done on an organized,  
11 managed basis.)

12 MR. SAUER: I want to go back to this morning, when we  
13 talked about long and short range problems. We have a long  
14 range problem which I think is going to be solved by hiring the  
15 kind of people that Dr. Reissman is talking about, not from  
16 the ranks of professionals. The short range problem we have is  
17 something a little bit different. It is people who have come up  
18 from the ranks, who have a superstructure to draw upon for  
19 support, but who do not understand or have never been trained  
20 to use the superstructure.

21 There is a bookkeeping superstructure, purchasing  
22 superstructure in this city and other cities, but the problem  
23 is that directors do not call upon it; they do not use it. The  
24 kind of training that has to be given to our directors is to  
25 use the resources that are available, and to start getting

1 those resources functioning. This is exactly the same kind of  
2 training that will have to be given to the new kind of  
3 administrator.

4 DR. REISSMAN: Neither the teachers nor the para-  
5 professionals have any heavy input of current skills in manage-  
6 ment. I do not mean the highest levels but just simple everyday  
7 make-do management -- If you can get across to that person  
8 they are going to have to make do, train people to do that --  
9 and we are doing that -- it can be done with both teachers who  
10 do not have any skill in this area and the paraprofessional who  
11 also does not have any skill in this area.

12 MRS. GROSSETT: I think we have to say that one of  
13 the reasons we have relied on is this early childhood profes-  
14 sional to become the director of the center is because we did not  
15 have the training programs and consultant help of the kind that  
16 you could purchase and put into your center in order to insure  
17 educational input. Consequently, we had to rely on having an  
18 in-house specialist who could direct that kind of activity, and  
19 who could train whatever kind of staff personnel you had to work  
20 with.

21 CHAIRMAN FELDMAN: Let's focus, if we can, for an hour  
22 on where we go from here. Let's assume for the moment that we  
23 have collectively the resources and the authority to make happen  
24 whatever we would like to make happen.

25 Having defined the problem or a series of problems,

1 where do we go to begin to develop -- what do we do, what are  
2 the next operations that we undertake to begin to develop a  
3 pilot or series of pilots, that address themselves to the needs  
4 or some of the needs that we have delineated in the course of  
5 the day.

6 (In response to this question, Dr. Klopff led off with  
7 some recommendations. First, the idea of setting up task forces  
8 -- that is, of bringing together in small groups people to  
9 extract from the discussion of the conference a new series of  
10 alternatives, out of which ultimately would come proposals for  
11 training or for the development of specific kinds of training.  
12 It was noted that this would be experimental and flexible, in  
13 order to avoid the inflexibility of any kind of master plan  
14 being set up which would be set up for the next decade.

15 Also, it was suggested that an experimental training  
16 program be set up in a fairly large center, trying out dif-  
17 ferent things and having the trainees help to define and evalu-  
18 ate the programs. Mrs. Gilkerson added the idea of setting up  
19 regional training centers, in order to take into account the  
20 differences of various parts of the nation, each one allowing  
21 for local or regional differences. Also, she felt that it  
22 would be useful to get a group of people who have been directors  
23 or are about to become directors to talk over the office of  
24 director, and try to develop some of the criteria for what they  
25 consider important in their training, what they felt they

1 needed, what the differences were in their training, and out of  
2 this assembling the data for a training program.

3 In reply to this, Dr. Birch pointed out the distinc-  
4 tion between training people to cope better within the present  
5 structure and training them to stretch their ability to think  
6 creatively about new ways of structuring things, and that some  
7 thought should be given to the importance of the latter. It  
8 was acknowledged that there is a need to think ahead, to think  
9 about the growth of the present unit people so that they can  
10 function on a broader level in the future. Unless the present  
11 personnel change and develop, they may find themselves obsolete.  
12 Therefore, in addition to training future directors and teachers,  
13 there is a need to think in terms of the most effective use of  
14 present skilled people.

15 Mr. Bowditch offered, on behalf of SARI, to award a  
16 scholarship to a highly promising unit administrator (preferably  
17 one who lacked administrative training) to attend the session  
18 being held in Andover on April 20 and to assist in evaluating  
19 that program.

20 Another possibility that was offered was looking into  
21 the 4-C program, Community Coordinated Child Care, a new  
22 federal interagency initiative to stimulate the development of  
23 mechanisms at the community level capable of planning and co-  
24 ordinating the full range of early childhood services on a com-  
25 munity level.



1 Dr. Birch noted that the work of Mal Woolfolk in the  
2 training of black businessmen might offer some help and en-  
3 lightenment for the training of day-care directors. He then  
4 described the program at some length. Dr. Birch also spoke  
5 about the training being given at Andover Institute.

6 Mr. Ross noted that there is a problem of administra-  
7 tive management leadership training for many groups, and he  
8 suggested that it might be helpful to get together with repre-  
9 sentatives from Family Service, Child Welfare League, American  
10 Public Welfare Association, the Department of Labor, NIMH, etc.  
11 to discuss the problem.

12 Several representatives from the field of management  
13 then gave some enlightening accounts of the kind of training  
14 they offer.

15 Finally, Mr. Geier suggested a pragmatic approach:  
16 select five to ten day-care centers in the country and send a  
17 training observer out to them to see what is going on in them.  
18 Having learned how a good day-care center is run, he makes a  
19 report, from which definite conclusions can be drawn on the  
20 way centers should be operated. From these conclusions, in  
21 turn, recommendations are drawn for the training of people  
22 working in the centers.

23 In this way, the observer would be learning about  
24 various day-care centers, defining the jobs, defining the prob-  
25 lems, getting the best answers as they are now being used

1 throughout the country to the problems, and then outlining the  
2 program of training in the light of the above information.

3 CHAIRMAN FELDMAN: I am not going to make any effort  
4 to summarize anything. You were invited here to give us your  
5 best thinking on a series of very complex problems. You have  
6 responded magnificently.

7 I want once again to thank the Gould Foundation for  
8 making this gathering possible and I want to thank John  
9 Mulholland and Jean Berman for the yeoman work they did in  
10 putting it together as well as thanking all of you.

11 We will be in touch with you, all of you at one point  
12 or another. We hope to get your further thinking on these  
13 problems.

14 (Whereupon, at 5:10 p.m., the conference adjourned.)  
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